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ABSTRACT

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the position of the foster child as an outsider in the foster family; (2) foster parenting experiences with children from birth to 18 years of age; and (3) the process of psychological parenting, that is, the fulfillment of the child's psychological needs for a parent. The module consists of three lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 considers parents' experiences at the various stages of a child's development. Lecture 2 considers the position of the foster child as an outsider in the new family system. Exercises and charts for helping foster parents understand foster children's viewpoints are provided. Lecture 3 considers the special problems of nonnormative parenting, or parenting in which the parental authority is shared among biological parents, foster parents, and public or private agencies. The physical, emotional, social, and spiritual elements of psychological parenting, and elements involving family inclusion, are listed. A practice vignette allows participants to respond to a hypothetical foster child's problem. A list of 10 references is provided. A five-page form for evaluating the module is included. (BC)

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FOSTERING FAMILIES

Psychological Parenting: The Foster Care Process

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Department of Social Work
Colorado State University
Fort Collins, CO 80523

Designed in Consultation with the Colorado Department of Social Services
Under Grant Number C950405

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FOSTERING FAMILIES

A Specialized Training Program
Designed for
Foster Care Workers & Foster Care Parents

PSYCHOLOGICAL PARENTING
THE FOSTER CARE PROCESS

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Designed in consultation with
The Colorado Department of Social Services
Under Grant No. C 951209

7/91

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FOSTERING FAMILIES

is a unique opportunity for foster care parents and foster care workers to explore the many complex aspects of the foster care delivery system.

is a training program designed to be comprehensive in its approach to educating those people most important to the success of foster care.

is specially designed in 2 1/2 hour sessions to meet the varying learning and educational needs of foster care providers.

is designed to foster "a partnership of skill" to effect quality care for families and children in distress.

is offered, in specific levels, as upper-division college classwork in the Social Work Department done in concert with the Division of Continuing Education at Colorado State University.

is a collaborative project with the Colorado Department of Social Services and supported with funds from Title IV-E and Colorado State University.

About the Authors

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FOSTERING FAMILIES

INTRODUCTION

Fostering Families, a specialized foster care training program, offers a distinctive learning opportunity for caseworkers and foster parents throughout Colorado. Unique because this program is designed with regular input from foster parents and social services people who regularly work to meet the needs of children in out-of-home placement. This training project continues to evolve because of the on-going training program. To achieve the high accessibility for foster parents, training sessions are held in the evenings and on weekends. To afford access to caseworkers, sessions are also scheduled on weekdays. Each week training sessions are held throughout the urban, suburban and rural regions of the State. Our goal is to create training situations where both foster parents and caseworkers are learning collaboratively in each session.

Psychological Parenting: The Foster Care Process has been created to provide an understanding of unique type of parenting which foster parents provide. "Psychological parenting" is a relatively new term which describes the perception of "parent" that children has when someone other than a biological parent is caretaking. Psychological parenting is what foster parents do, thus, we feel it is important to explore the complex nature.

Each manual is written to provide a wide range of information on the topic area being addressed. In the training session it is unlikely that the everything in the manual is equally addressed. We recommend that the manual be read completely soon after a training session. We have been told that this helps greatly toward gaining a full understanding of the issue at hand. In this manual, there are several helpful charts that summarize important ideas and can be reviewed often when involved with a poorly attached young teen.

Colorado State University allows participants the opportunity to gain university credit when a series of training sessions are satisfactorily completed. During the session, the training instructor will review procedures for applying for credit.

We welcome you to this Fostering Families training session. We encourage you to participate fully in the training; ask questions that help you (and others) in this interesting and challenging learning opportunity.

FOSTERING FAMILIES

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FOSTERING FAMILIES

GLOSSARY OF KEY TERMS

outsider position	an individual who is new to the existing family; lacking the history and shared experience of other members
non-normative parenting	foster parent role which requires the sharing of parental authority with the birth parent and the public and/or private agency
psychological parent	a parent substitute or surrogate who, on a continuing day-to-day basis, through interaction, companionship, and mutuality, fulfills the child's psychological needs for a parent, as well as the child's physical and safety needs

FOSTERING FAMILIES

LEARNING OBJECTIVES

1. Through the training process, participants will learn about the unique position of the foster child as the "outsider" in the fostering family.

2. Participants will identify parenting experiences with children from birth to 18, exploring specific foster parenting issues.

3. Participants will explore the concept of psychological parenting process.

4. Through a practice vignette, participants will consider the many issues of being a foster parent psychological parent.

FOSTERING FAMILIES

Children's Development and Parenting Experiences

Lecturette #1

Children depend on parents to provide the basic structures for healthy and productive growth. We can look at the parenting process at the various stages of child development to identify how various children's needs require different responses from parents. These different parenting responses must be based on the needs of the child as he/she grow and develop.

Our first exercise in this module is to have participants identify some of the basic parenting experiences and issues that are common in parenting and foster parenting. Through this exercise, participants can begin to see the breadth of children's needs and how these needs change as the child grows and develops.

In early infancy through to toddler years, parents identify issues such as bonding, learning to communicate and talk, learning to eat solids, gaining mobility through to walking, sleeping and bed-time issues, and testing boundaries and rules, clinging to mom/dad. Many more issues are identified in this exercise.

Moving to early school-age years, parents often identify parenting experiences and issues such as sibling rivalry, competition and comparison within same-sex groups, interaction with peers and the establishment of a "pecking order" in clubs, groups, etc, issues of school

<u>Group or Individual Activity</u>

Begin the training process by exploring Exercise #1, "Parenting Foster Children: Identifying Issues."

FOSTERING FAMILIES

PARENTING FOSTER CHILDREN
IDENTIFYING ISSUES

EXERCISE #1

Instructions:

1. Separate into two or three groups (approximately 4 to a group):

   Example:

   Group 1: Infants - 5 yrs
   Group 2: Middle Childhood
   Group 3: Adolescence

2. In the different groups, spend 15-25 minutes having group members identify various **parenting issues and experiences** they have as parents and foster parents.

3. Record the issues on newsprint or a blackboard so information can be shared with the entire group together as a whole.

4. As a large group, review the issues identified in each of the groups.

Use this space for notes

including school performance, gender awareness, identity formation, feelings of exclusion, and needs for emotional self-control among other development activities.

Continuing further, some typical issues of development for later school-age youth, maybe 8-13 years of age, we see children needing parents to help them sort our their competencies. School is a major focus of time and energy. Children who have trouble with their school work often begin to act out their frustration. Peer group pressure becomes more significant in this age group as the peer group moves to the position of primacy. Children still need their parents' support and guidance at this time. Within the family, sibling rivalry can be quite intense. These pre-teens are beginning to struggle with their more mature identity needs - needs to know who they are and accept how they feel about themselves. Pre-teens often become moody and parents tire easily of the emotional see-sawing.

As children move through puberty, major changes occur physically that affect emotional and social behavior. Parents often have many fears about their daughters as they reach menstruation and concern about their boy's need for new experiences of independence. In teen years, adolescents are faced with many challenges as they begin to become part of the dominant culture, gaining "some" distance from their family-of-origin.

Parents often experience this transition with emotional fits by the teen as they struggle for new independence by developing new social group alliances with their peers.

So much can be said about the many, many parenting experiences when looked at across 18 or 20 years. For foster parents, the parenting experiences and issues identified vary. Many times the foster child is not developing in patterns typical to the chronological order identified. Rather, many foster children experience delayed growth because of dysfunctional family patterns where parents did not have adequate parenting skills.

In discussing parenting experiences, foster parents continually remark how quickly many foster children progress when in the foster family, although such is not the case with all children. Through this initial activity, participants can give a broad perspective on the diverse parenting issues and experiences.

FOSTERING FAMILIES

UNDERSTANDING THE OUTSIDER POSITION

Lecturette #2

The concept of an outsider can be applied to the child who has been removed from his or her family and has entered a new family system. An outsider is someone who is equally physically present in an environment such as a family, but the outsider does not really know what is going on. S/he generally feels like they are watching a movie screen, except in this situation, they are not.

A foster child is an outsider to the foster family. To survive, most foster children, as outsiders, work quickly to learn the rules -- especially those rules that enhance their survival. Other rules, usually more subtle and foreign are not learned as quickly, if at all.

Exercise #2 can sensitize the group to the child's experience of feeling like an "outsider. Some of the feelings of moving out of one primary group and into another are explored.

When a child is removed from the biological family and placed in a foster family or any other form of substitute care, that child is effectively the "outsider" -- lacking the knowledge of how to operate in the pre-existing group and knowing the least about what it's like to live with these members.

<u>Group Activity</u>

Do Exercise #2 entitled, "Different Families??"

FOSTERING FAMILIES

DIFFERENT FAMILIES??

EXERCISE #2

Instructions:

1. Divide into small groups.

2. Ask group members to spend 10-15 minutes identifying how foster families are similar to and different from families with all biological members.

3. In the middle of the exercise, the trainer will select one group member to move to another group. The group experience will continue on, however, with no different task(s).

* * * * * * * * * * *

Discussion Questions:

1. What were some similarities and differences in the foster family versus the biologically unique family?

2. When a group member was removed, how did he/she feel?

3. How did other members of the group feel when their member was asked to leave?

4. How did the new member feel with the new group?

5. How did the members in the newer group feel about having a new member?

6. What did the members of the newer group do to integrate the new member?

Helping such a "foster" child serves to extenuate this 'outside-ness.' The biological members of the foster family have a long shared history together; for example, they know what its like to live in this family on a daily basis, and they know how celebrations and holidays are spent. It's important to introduce the foster child to the family's lifestyle and history early on, as well as encouraging the foster child to share his/her family's lifestyle and history (such as through the Life Books).

As early as possible, it is important to begin to build "common" history. The family can begin the process of identifying the family roles and rules so the reality of "outsidehood" wanes. Too, children of various ages experience outsided-ness differently. We have provided Chart A, "Charting The Outsider Status of Children and Adolescents" for you to explore some of the differences at home.

Individual Activity

With family members, work on Chart A, "Charting the Outsider Status of Children and Adolescents."

An at-home exercise on Chart B, "Sharing Past Histories," can allow foster families an opportunity to identify new ways to bring a foster child into their family experience.

This lecturette began with the experience of being moved around to allow each of us a slight sense of the foster child's experience. We end this lecturette building ways to take 'outsiders' and make them 'insiders' relatively easily.

Individual Activity

With family members and foster children who have been in your home for some time, work on Chart B, "Ways to Share Past Histories."

FOSTERING FAMILIES

CHARTING THE OUTSIDER STATUS OF CHILDREN AND ADOLESCENTS

CHART A

To better understand the behaviors exhibited by children when they feel like an outsider, identify two (2) behaviors children might exhibit in each age group.

AGE GROUP	OBSERVED BEHAVIORS
Infancy Birth - 18 months	
Toddler 18 - 36 months	
Preschooler 3 - 5 years	
School-aged 6 - 11 years	
Early Adolescent 12 - 15 years	
Later Adolescent 16 - 18 years	

Assignment for University Partial Credit: Complete this chart making any comments you would like on the back or an attached sheet. Send to:

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FOSTERING FAMILIES

SHARING PAST HISTORIES

Chart B

When the foster family shares its history, both history of the immediate family and then history related to other foster children, then the newly entering foster child can gain some ideas about how they can share their family history in ways that are informative and bring some ease to the newly entering child(ren).

Build on the ideas below by either talking among your family, working with foster parents in the comunity, or caseworkers to brainstorm ideas about sharing family history.

*Use family photo albums

*Talk about special memories

*Set aside special time for everyone to talk about themselves

*Use home movies, videos

*Explore a foster child's Life Book

MORE - - - -

FOSTERING FAMILIES

FOSTER PARENTING: THE MORE DIFFICULT PARENTING

Lecturette #3

Recently, Dr. Kathleen Eastman (1982) wrote about the non-normative parenting arrangement inherent in foster care. By describing foster parenting as **non-normative she was referring to the sharing of parental authority with the birth parent, the public and/or private agency, and the foster parents.** Other foster care experts concur with this thinking. They also discuss how foster parenting suffers because of the lack of the system identity, the lack of clarity regarding family memberships and the influence of the agency and biological parent(s), the lack of differentiation of roles and responsibilities, the lack of clarity of roles and the overall lack of consensus among the actors. This is then further riddled when cultural identities vary, ethnic or religious backgrounds are foreign to some of the actors, or language and other personal capabilities are limited.

Two aspects of family integration operate in foster care. One is the physical integration and inclusion process. This process we can observe in a family easily. The second process is the psychological incorporation of the new family "member." We know that for older adolescents, the process of

<u>Group & Individual Activity</u>:

Examine Chart C, "Foster Parenting, Non-normative Parenting."

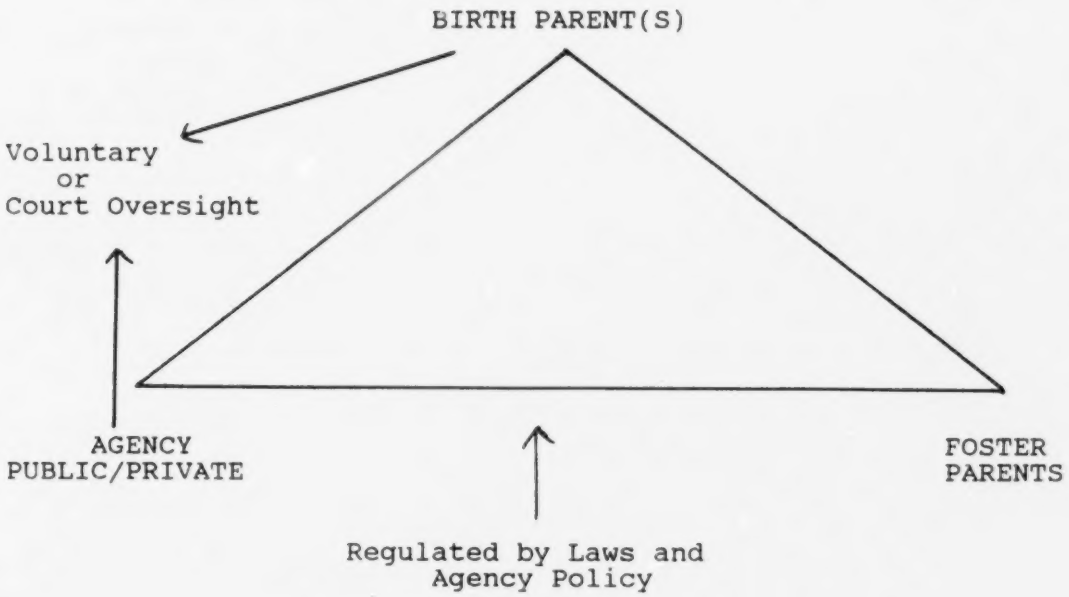
FOSTERING FAMILIES

FOSTER PARENTING

NON-NORMATIVE PARENTING

CHART C

SHARED AUTHORITY



psychological bonding is generally not a realistic expectation or practical goal in a fostering setting. Thus, for the adolescent psychological bonding relates to their feeling cared for, supported, and given opportunities for shared decision-making which can enhance the self-sufficiency skills they need.

In other words, the foster parent can become a psychological parent. Goldstein, Freud, and Solnit (1973) have defined the term in the following manner:

> "A psychological parent is one who, on a continuing, day-to-day basis, through interaction, companionship, interplay, and mutuality, fulfills the child's psychological needs for a parent, as well as the child's physical needs" (p. 98).

In other words, children can and do develop meaningful relationships with substitute or surrogate parents. Therefore, the disruption of close relationships between foster children and foster parents can be and generally is a painful experience for both because of the emotional bonding that has developed. One might also speculate that the use of the terms "foster mother" and "foster father" bring about role confusion for the child in placement.

Psychological parents can and must aid children in understanding the power of these substitute parenting situations. What can become normative is the special

FOSTERING FAMILIES

PSYCHOLOGICAL PARENTING PROCESS DEPICTED FOR FOSTER CARE PARENTING

Chart D

Psychological parenting is a term identified in the seventies (Goldstein, Freud, and Solnit, 1973) in order to address the unique nature of certain parenting relationships that are not biologically-created parenting situations instead these parenting relationships are psychologically understood to be parenting relationships with significance for parent(s), foster parents or otherwise, and child(ren). The following is a list of five major areas that make up the process of psychological parenting.

Physical Requirements

*shelter including bedroom
*safety
*medical care, daily & emergency
*food
*clothes
*other

Inclusion Process

*being part of the family
and home and environment
*neighborhood and community
*school and other relevant children's institutions
*extended family, if any exist
*family-connected religious and social groups
*the decision-making process of family
--actively participating in the process
--being encouraged to offer ideas
--generating alternative solutions
*gaining clarity about "family" membership:
"this family" & "that family"

FOSTERING FAMILIES

Chart D

Emotional/Psychological Process

*sense of belonging
*warmth
*security
*acceptance
*caring for/caring about
*supportiveness
*self-esteem development (age appropriate)

Social Process

*relating to others
*relationship skill building tools
*age-appropriate group interaction
*school-related social processes

Spiritual Process

*sense of hopefulness
*faith

quality of caring that foster children experience and rely upon over time in the foster care home. This is the special quality of the work done for children in need.

For younger children, there may be adverse effects for family reunification because of this role confusion. For the adolescent foster child, there is generally some ability to use these terms as the labels they are or they may find some acceptable substitute (e.g., use of first names).

Foster children then have "multiple parents. Reistroffer (1974a) suggested that multiple parents cannot be erased or ignored. These multiple parents include both the birth parents and the foster parents. Often a representative of the agency becomes an additional parent figure (Horejsi, 1979).

Lastly, children in placement often create what has been called "dream parents." Dream parents can be more significant and meaningful for the foster child because they represent the parents s/he wishes s/he had (Reistroffer, 1974a). This has been portrayed in the video "Only People Cry" (See Early Decision Making which is a different Fostering Families Training module.)

In Chart D, "Psychological Parenting Process Depicted for Foster Care Parenting," the various aspects of psychological parenting are summarized. These include meeting physical, belonging, emotional-psychological and social needs, and spiritual.

Group & Individual Activity:

Examine Chart D, "Psychological Parenting Process Depicted for Foster Care Parenting."

Continually, workers and foster parents want to know what contributes to successful foster parenting experiences. Some research has identified factors that have been found to relate to greater satisfaction and success in foster homes and conversely, research has identified factors that adversely effect success in the foster parenting experience. These can be explored through Box One on the following page.

Thus, foster parenting is unique from parenting biological children. Also, we know something about the factors associated with satisfaction and success in the foster care home, as well as those factors which negatively affect the parenting of foster children.

BOX ONE: FACTORS RELATED TO SUCCESS/ADVERSITY IN FOSTER PARENTING PROCESS

Factors that have been found to be related to greater satisfaction and success in the foster home include:

* The ability of foster parents to tolerate differences (Rowe, 1976).
* The ability of foster parents to self-disclose (Kraus, 1972).
* The quality of the relationship between the foster parent and foster child (Trasher, 1960; Jorden & Rodway, 1984).
* Foster homes which have a child-focus rather than a self or adult-focus (Kinter & Otto, 1984).
* The effective involvement of foster mothers and foster fathers with the professional worker (Cutley & Aldridge, 1973, 1975).

Factors which adversely affect success in the process of parenting foster children include:

* A high level of frustration with the fostering experience (Jorden & Rodway, 1984).
* A foster mother (and father) having difficulty separating from foster children, particularly infants and young children.
* Foster parents having a negative attitude toward the birth parent (Murphy, 1968).

FOSTERING FAMILIES

PSYCHOLOGICAL PARENTING

PRACTICE VIGNETTE

As a large group, or in small groups of 4 to 6 people, consider the following vignette:

Kevin, 10 years old, is sitting in the hallway of your foster home. He seems very sad and afraid. You, the foster parent, sit with him and as you sit together, he discloses through his tears, that when he is bad at his home, his parents punish him by making him go without meals for the rest of a day. He then says that his parents don't love him. Kevin then says that he is confused because not only does your family eat all their meals, the meals are very good. (You are reminded that Kevin constantly complements your spouse on the good meals.)

INDICATE POSSIBLE RESPONSES	HELP? OR HINDER?	ASPECTS OF PSYCHOLOGICAL PARENTING

FOSTERING FAMILIES

PSYCHOLOGICAL PARENTING

PRACTICE VIGNETTE

These questions can help in working with the small chart on the previous page.

1. As a foster parent, consider what avenues of response exist and what are the implications of each response situation.

2. How do the different responses either help or hinder Kevin from gaining the learning that is available for him in at this point in his foster care experience.

3. How might we understand some specific aspects of psychological parenting from this exercise?

FOSTERING FAMILIES

SUGGESTED RESOURCES

For information about family dynamics:

Satir, V. (1967). Conjoint family therapy. Palo Alto: Science and Behavior Books.

Aimed primarily for professional people who are working with families.

Satir, V. (1972). Peoplemaking. Palo Alto: Science and Behavior Books.

A clearly written, basic text for workers , but appropriate for non-professionals also. Deals with family process, expands ideas about self-worth, communications, systems, and rules within the family.

For information about parenting:

Eisenberg, Arlene, Murkoff, Heidi E., and Hathaway, Sandee E.. What To Expect The First Year. NY: Workman Publishing, 1989.

Filled with all kinds of useful information about the infant's needs and wants in the first year.

Kelly, M. and Parson, E. (1989). The Mother's Almanac. New York: Doubleday.

This is a useful daily reference on loving and living with small children. Parenting tips, activities for children of all ages and information for helping to understand children.

Sullivan, S.A. (1980). The Father's Almanac. New York: Doubleday.

Like The Mother's Manual, this book provides basic information on the important aspects of fathering on a daily basis.

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SUGGESTED RESOURCES (cont.)

For information about special parenting situations which are helpful in fostering:

Visher, E.B. and Visher, J.S. (1982). How to win as a stepfamily. A handbook for parents working to include adults and children into a new home setting.

For specific information on foster parenting:

Goldstein, J., Freud, A., Solnit, A. (1979). Before the best interest of the child. New York: The Free Press.

Discusses the legal problems and frameworks which involve children and the grounds for intervention.

Goldstein, J., Freud, A., Solnit, A. (1979). Beyond the best interest of the child. New York: The Free Press.

Information is presented concerning the basic concepts and definitions, guidelines and the applications of "child placement" laws. This volumes emphasis pertains to the child's psychological needs.

Hipgrave, T. (1989). Concepts of parenting and adolescents - implications for fostering adolescents. Adolescents in foster families. Chicago: Lyceum, pp. 32-46.

Identifies useful theory related to the practice of fostering, particularly in relation to adolescents.

Horejsi, C. R. (1979). Foster family care. Springfield, Illinois: Charles C. Thomas Publishers.

Using a question and answer style- extensive answers to common concerns from foster parents.

FOSTERING FAMILIES

Colorado State University
Application for Partial Credit

Module No.: SW _ _ _-_ _ _

Name: _____ Soc. Sec. #: _____

Address: _____ Phone: _____

_____
(city) (state) (zip)

Grading: Pass/Fail (unless otherwise requested)

The Social Work Department at Colorado State University will grant university credit for each six different modules of training completed. Applications for credit must be made at the Time of Each Module Training ONLY. All work carried out in the modules must meet general academic standards of Colorado State. Written materials must be submitted and receive satisfactory grading for credit to be awarded. These applications will be held until the applicant completes his/her sixth module training. At this point, s/he will be able to formally register through the Division of Continuing Education for 1 credit hour. One credit hour of these modules costs $90.

FOSTERING FAMILIES

PSYCHOLOGICAL PARENTING EVALUATION BY PARTICIPANTS

The following items are designed to assess your satisfaction with the training as well as the effectiveness of the training design and materials. Please use the following scale and circle your response.

1 - not well addressed in the training
2 - not as adequately addressed as necessary
3 - adequate; given sufficient attention
4 - well addressed in the training
5 - very well addressed in the training

		Not Well Addressed				Very Well Addressed
1.	Through the training process, participants will learn about the unique position of the foster child as the "outsider" in the fostering family.....	1	2	3	4	5
2.	Participants will identify parenting experiences with children from birth to 18, exploring specific foster parenting issues.....	1	2	3	4	5
3.	Participants will explore the concept of the psychological parenting.....	1	2	3	4	5
4.	Through a practice vignette, participants will consider the many issues around being a foster parent psychological parent.....	1	2	3	4	5

B. The following items relate to program aspects of the training module. Please rate these items on the following scale. Any additional comments are welcome in the space provided after the question.

1 = Very Poor
2 = Poor
3 = Adequate
4 = Good
5 = Very Good

	Very Poor	Poor	Adequate	Good	Very Good
1. The length of the training..... (Was the material covered in the time allotted?)	1	2	3	4	5
2. Usefulness of training manual.....	1	2	3	4	5
3. Participant responsiveness.....	1	2	3	4	5
4. Your ability to participate expressing your ideas, feelings, and concerns.....	1	2	3	4	5
5. Your interest in the training session.....	1	2	3	4	5
6. Your comprehension of the material presented.....	1	2	3	4	5

COMMENTS: Please be specific:_____

C. We are interested in your feedback about our trainer, co-trainer(s). With this feedback we can continue to improve our sessions.

1 = Totally inadequate and ineffective
2 = Generally inadequate and ineffective
3 = About half and half
4 = Usually adequate and effective
5 = Highly adequate and effective

	Totally Ineffective/ Inadequate		0		Highly Effective/ Adequate
1. Knowledge/mastery of the subject matter.....	1	2	3	4	5
2. Preparation.....	1	2	3	4	5
3. Ability to communicate.....	1	2	3	4	5
4. Style of presentation.....	1	2	3	4	5
5. Enthusiasm/interest in subject matter.....	1	2	3	4	5
6. Overall performance.....	1	2	3	4	5
7. Ability to facilitate.....	1	2	3	4	5

8. In general, what would you identify as the strengths of trainer(s)?

9. In general, what would you identify as the deficiencies of trainer(s)?

D. The training setting is obviously an important aspect of a sessions success. We are interested in your feedback regarding the location, room, etc., and again welcome any comments or suggestions.

	Very Poor	Poor	Adequate	Good	Very Good
1. Setting appropriate for concentration, i.e., distraction, noise, temperature.	1	2	3	4	5
2. Setting conducive for participation.	1	2	3	4	5

COMMENTS: Please be specific:_____

_____

E. Overall Comment: What could have been done differently to make the training sessions more beneficial or helpful to you? (Please use back of page if necessary).

I.D. #__ __ __ __

FOSTER CARE DEMOGRAPHICS

E. DIRECTIONS: Please fill in all blanks with information where needed or circle the correct number where several choices are provided on the next two pages.

1. Last 4 #'s of Social Security # __ __ __ __

2. Circle correct role: 1. worker 2. foster parent
   3. Other_____(please specify)

3. Date __ __ - __ __ - __ __

4. County _____

5. Circle gender: 1. Male 2. Female

6. Circle racial background:
   1. Hispanic
   2. Black, not of Hispanic origin
   3. Asian-American
   4. American Indian
   5. White, not of Hispanic origin
   6. Other:_____

7. Age_____

8. Are you (please circle one): 1. Married 2. Separated 3. Single

9. Number of birth & adopted female children_____

10. Number of birth & adopted male children_____

11. Circle age group of birth & adopted children:
    1. all under 5
    2. all under 10
    3. all under 15
    4. all under 18
    5. all over 18
    6. some under 18 & others over 18
    7. none

12. Highest level of formal education: (please circle one)

    1. some high school
    2. high school graduate
    3. some college
    4. college graduate
    5. Master's degree or higher

13. Within the past year, have you participated in any other foster care training other than Colorado State's Fostering Families?

    1. yes 2. no

Thank you for your help! Your feedback is important for our continuing improvement of the Fostering Families project.

PLEASE CONTINUE TO THE NEXT PAGE

F. DIRECTIONS: **Finally! Complete only the section which refers to you as either a Foster Care Parent or Foster Care Worker.**

FOSTER CARE PARENT SECTION

14. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency
       (please specify)_____
    3. Both County Department of Social Services and Private.
    4. Indian/Tribal
    5. Other (please specify)
       _____

15. Total # of children presently in home_____

16. Number of foster female children_____

17. Number of foster male children_____

18. Circle age group of foster children:

    1. all under 5
    2. all under 10
    3. all under 15
    4. all under 18
    5. all over 18
    6. some under 18 & some over 18
    7. no children now
    8. not yet foster parents
    9. other_____

19. Is at least one parent in the home providing parenting and supervision?
    1. Yes 2. No, Parent(s) have work responsibilities outside of the home.

20. Length of involvement as foster family: _____years

21. Number of foster children for which licensed_____

22. Total number of foster children since being a foster parent_____

23. Circle general age groups of foster children you have served:

    1. 0 - 24 mos.
    2. 1 - 6 years
    3. 0 - 12 years
    4. 0 - 18 years
    5. 0 - 21 years
    6. short term/emergency

.....

FOSTER CARE WORKER SECTION

24. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency
       (please specify) _____
    3. Indian/Tribal
    4. Other _____
       (please specify)

25. Are you currently employed as a foster care worker? 1. Yes 2. No

26. Length of time in current agency _____years

27. Current title:

    1. Caseworker I
    2. Caseworker II
    3. Caseworker III
    4. Supervisor I
    5. Supervisor II
    6. Foster Case Trainer
    7. Other (specify)
       _____

28. Length of time in current position _____years

29. Length of time in protective services/foster care unit _____years

FOSTERING FAMILIES

SUGGESTED RESOURCES

For information about family dynamics:

Satir, V. (1967). Conjoint family therapy. Palo Alto: Science and Behavior Books.

Aimed primarily for professional people who are working with families.

Satir, V. (1972). Peoplemaking. Palo Alto: Science and Behavior Books.

A clearly written, basic text for workers , but appropriate for non-professionals also. Deals with family process, expands ideas about self-worth, communications, systems, and rules within the family.

For information about parenting:

Eisenberg, Arlene, Murkoff, Heidi E., and Hathaway, Sandee E.. What To Expect The First Year. NY: Workman Publishing, 1989.

Filled with all kinds of useful information about the infant's needs and wants in the first year.

Kelly, M. and Parson, E. (1989). The Mother's Almanac. New York: Doubleday.

This is a useful daily reference on loving and living with small children. Parenting tips, activities for children of all ages and information for helping to understand children.

Sullivan, S.A. (1980). The Father's Almanac. New York: Doubleday.

Like The Mother's Manual, this book provides basic information on the important aspects of fathering on a daily basis.

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FOSTERING FAMILIES

SUGGESTED RESOURCES (cont.)

For information about special parenting situations which are helpful in fostering:

Visher, E.B. and Visher, J.S. (1982). How to win as a stepfamily. A handbook for parents working to include adults and children into a new home setting.

For specific information on foster parenting:

Goldstein, J., Freud, A., Solnit, A. (1979). Before the best interest of the child. New York: The Free Press.

Discusses the legal problems and frameworks which involve children and the grounds for intervention.

Goldstein, J., Freud, A., Solnit, A. (1979). Beyond the best interest of the child. New York: The Free Press.

Information is presented concerning the basic concepts and definitions, guidelines and the applications of "child placement" laws. This volumes emphasis pertains to the child's psychological needs.

Hipgrave, T. (1989). Concepts of parenting and adolescents - implications for fostering adolescents. Adolescents in foster families. Chicago: Lyceum, pp. 32-46.

Identifies useful theory related to the practice of fostering, particularly in relation to adolescents.

Horejsi, C. R. (1979). Foster family care. Springfield, Illinois: Charles C. Thomas Publishers.

Using a question and answer style- extensive answers to common concerns from foster parents.